

DOCUMENT RESUME

ED 146 505

CG 011 939

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TITLE Women and Administration Institute: Making a Difference.
PUB DATE Aug 77
NOTE 19p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977)
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS Administrator Responsibility; *Androgyny; *Females; *Leadership Training; Management Education; Professional Continuing Education; Program Descriptions; *Sex Stereotypes; *Womens Education; *Working Women

ABSTRACT

This paper describes a training program for women designed to increase the number of women candidates for administrative openings (in Education), and to insure that graduates become sensitive to sex stereotyping so they will function as positive agents to eliminate its presence in schools. A total of 39 women during summers of 1975 and 1976 resided on campus at the University of South Florida for three weeks and studied, observed, role-played and analyzed their potential for leadership 18 hours a day. In followup interviews, all participants were on the move educationally, and have increased positive attitudes toward self and others, indicating they will be better able to succeed, once chosen to serve as leaders. (PFS)

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WOMEN AND ADMINISTRATION INSTITUTE:

MAKING A DIFFERENCE

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Public education suffers from a limited supply of women who declare themselves eligible candidates for supervisory and administrative positions (Howard, 1975). The "shortage" is real and can be explained in terms of sex-role stereotyping and sex discrimination (Schmuck, 1975). Because women professionals in education have undergone the same expensive basic training as their male counterparts, such bias is not a rational use of human potential. Even when women are recruited more vigorously as part of affirmative action programs, the pool of women qualified to enter leadership positions will continue to remain insufficient until such time as more women think of themselves as leaders and undertake the additional preparation required.

For this to occur, it becomes critical that women develop the self-confidence and extra competence necessary to perform in "pioneer" roles (Bird, 1973). Results from several studies (i.e., Johnston, 1975; Pfiffner, 1975; Loring and Wells, 1972; American Association of School Administrators, 1975) point to the need for special training activities to enable women to cross sex role barriers and overcome role conflicts between achievement and femininity (see Horner, 1972). Programs for "women only" are necessary, at least at this time, to help overcome legacies of prejudice, self-doubt, and absence of role models.

At the University of South Florida (USF), two colleagues, one from Education and one from Business, joined forces to develop a training program to help

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alleviate this shortage. Our program, "Women and Administration Institute," (WAI) is designed to afford participants an opportunity to explore leadership roles in the context of learning about organizational behavior and sex role socialization. In addition to increasing the number of women candidates for administrative openings, the program has a second goal: to ensure that its graduates become sensitive to sex stereotyping so they will function as positive agents to eliminate its presence in schools.

Planning for the first Institute occurred over a full year prior to its beginning and included forming an Advisory Council of representatives from the surrounding school systems (the primary constituency thus far) and our Deans. These persons helped to shape the program, select women from their systems as participants, and in many instances arrange for stipends for those selected.

The Program

Twenty-one and eighteen (summers of 1975 and 1976, respectively*) women resided on campus for three weeks, studying, observing, role-playing, and analyzing their potential for leadership eighteen hours a day. As a result of this intensive academic immersion, they earned ten hours of beginning graduate credit in Management and Education (Psychological Foundations), applicable as elective credit toward an M.S. in Management, an M.Ed. or a Specialist degree. Participants were able to meet the workload required for this large number of credits by reading in advance and completing papers after the formal session was over. Teaching and learning activities were scheduled from 9:00 a.m. to 11:00 p.m. (with breaks, of course), and only the variety of work and the mutual enthusiasm about what we were doing staved off total exhaustion (though it did nothing for the circles under our eyes). Because of the success of our ongoing Institute, we would like others to consider it as a potential model.

*Note: Twenty-seven women are enrolled for the program, Summer, 1977.

The women acquired administrative knowledge and skills through reading, case analysis, and small group exercises. They explored their inclinations toward styles of leadership by comparing their own test profile data (derived from a battery of standardized instruments) with the formal models they were studying.

One of the high points for the women was the all-day field trip in which they "shadowed" a county school administrator. Whether the day was spent with the superintendent of a large urban system or the principal of a small rural school, the women returned exhilarated. From the mountains of notes taken during this practicum experience, each woman wrote an original case study.

The benefits derived from the leaders and participants living on campus together were enormous. Away from the normal routines and responsibilities of homes and families, we were free to enjoy an academic and personal retreat. Physical closeness and common work demands rapidly brought about a strong sense of in-group support, enabling us to become friends and have fun.

Eighteen to twenty-two outside guests, the majority of whom were women, enlivened our work day and night. By exposing a diverse group of accomplished women (in terms of age, personality, specialty and personal life style), the point was made that successful women, like men, do not fit a single mold. No doubt we, the faculty, were the most significant role models, due to the extent of our contact with the participants. Their frequent comments to the effect that this was their first time ever to see two women working together as leaders (with such apparent pleasure) lent support to the hunch.

Each participant returned to her particular educational community with something concrete for its enrichment. An extensive library research paper dealing with some aspect of affirmative action in education was completed by each woman, tailored to her specialty and school setting. Based on this scholarly research, each person then designed a presentation for specific audiences, such as school

faculties, professional groups, teacher unions, PTA's, school administrators, students, school boards, town councils, etc. This multi-purpose requirement allowed counties to claim involvement with the Institute as part of their equal opportunity efforts; gave visibility to the women as experts on their subject; ensured a ripple effect in terms of consciousness raising beyond the few women who actually attended; and gave the Institute favorable advertisement for future subscription.

Demographic Data of 1975 and 1976 Participants

The participants are either selected and sent to the WAI by the county school system for which they work or they apply to USF and are accepted on a first-come/first-served basis. Twelve county school systems near USF, as well as some from other parts of Florida and other states, have been represented to date.

The median age of the 39 Institute graduates was 34.5 years. Four (10%) were single, 23 (59%) were married, 9 (23%) were divorced, 2 were widowed, and 1 did not indicate her marital status. Those who held a bachelor's degree totaled 22 (56%) and a master's, 17 (44%). All were considered professionals, 8 (21%) of whom held supervisory positions. The median years of experience was 8.95 years and the range was 24, from 2 - 26 years.

Clearly and unmistakably, an important element of any institute, conference, seminar, or workshop is impact assessment. The program design of the Institute calls for a variety of standardized and non-standardized instruments (roughly 15 in number) to be administered pre and post, to collect information about the WAI participants and to attempt to assess the impact of the Institute.

A realistic assumption is, if women are to seek and gain leadership positions, they must first aspire to such action. Career aspiration level may thus be considered a main dependent variable of the WAI. To measure the effects of the WAI

on career aspiration level, the participants were asked at the beginning of the WAI and again at the end to speculate about what job they would be holding five years from the time they attended the WAI. Tables 1 and 2 contain the subjective evaluation of knowledgeable judges (i.e., those familiar with job titles in local school systems) who compared the pre and posttest responses.

Of the 36 women who attended the WAI and indicated five-year career goals at the beginning and end of the three-week session, 24 (67%) were judged to have higher career goals involving management positions following the Institute. The goals of 11 (31%) of the women remained at the same level. With one exception, their pretest or "before" five-year goals included administration/supervisory positions.

The decision to classify one person in the 1975 WAI as having lowered her aspirations for management was based solely on the information that her goal was then for a position one hierarchical position lower than before. She was proposing, however, a new position of her own design that would be extremely challenging (she has since achieved this goal). Specificity was increased for most participants--four of the 1975 participants and four of the 1976 participants were unable to state five-year goals prior to the WAI, and for this reason we felt justified in claiming a higher "after" or posttest goal score for these women.

These results indicate that the materials and activities presented during the programs did encourage the majority of women to think of themselves as potential administrators and/or capable of climbing further up the career ladder. Have they acted upon their thoughts and assertively moved upward? Follow-up data have been collected by telephone and will be presented later in this paper to lend credence to our belief that they have.

A variety of descriptive information was collected during the two WAI's that primarily provided feedback to the participants so that they left knowing far more about themselves than when they came. Two such measures were the Fundamental

TABLE 1

DEPENDENT VARIABLE: LEVEL OF ASPIRATION
STATED FIVE-YEAR GOALS, N=21
1975

<u>BEFORE INSTITUTE</u>	<u>AFTER INSTITUTE</u>	<u>JUDGED TO BE</u>
Learning Specialist	Not Available	?
Assistant Principal	Assistant Principal	Same
School Principal	Regulation Planning Board with Federal Agency	Higher
Supervisor/Elementary Teachers	Principal/New School	Higher
Supervisor/Interns	County Supervisor Elementary Education	Higher
Principal/Special Learning School	Not Available	?
Supervisor, Principal or University Teaching	Assistant Principal, University Teaching	Same
Dean	Director of Proposed New Dept.	Below
Experience in Clinic, Hospital (10-Year Goal: Own Pre-School Nursery)	Open Language Development Nursery	Higher
(5-Year Goal blank)	Ph.D. and Art Supervisor, or Art Education at College	Higher
(5-Year blank)	County Director	Higher
(5-Year blank)	Assistant Principal	Higher
Curriculum Assistant	Curriculum Coordinator	Same (Higher)*
Principal or Asst. Principal	Principal	Same
Dean or School Principal	Ph.D., Executive Job National Health Agency or Principal	Same (Higher)*
Administration	Principal/Elementary School	Higher
(5-Year blank)	Director of Staff Department	Higher
Department Head	Learning Disability or Curriculum Supervisor	Higher
Teacher or Department Chairman	Assistant Principal	Higher
County Administrator	Principal	Same
Supervisor ECE	College Instructor and Adviser to Public Schools	Higher

*Inner-Rater disagreement

TABLE 2

DEPENDENT VARIABLE: LEVEL OF ASPIRATION
STATED FIVE-YEAR GOALS, N=18
1976

<u>BEFORE INSTITUTE</u>	<u>AFTER INSTITUTE</u>	<u>JUDGED TO BE</u>
Assistant Principal	Assistant Elementary Principal	Same
(5-Year Goal blank)	Director (Focused)	Higher
Supervisor/Elementary Science	Principal	Higher
Supervisor/Girls' Athletics	Assistant High School Principal in Charge of Activities	Higher
(5-Year blank)	M.A. in Art Theory Working in Hospital	Higher
Director/Adult Education	Job Placement Director for Prisoners	Same
Elementary Guidance Supervisor	Supervisor/Elementary Guidance	Same
Teaching & Consulting Program for Teacher Training	Principal	Higher
Principal	Working in College Setting as Professor or Administrator	Higher
(5-Year blank)	Explore Industry (Focused)	Higher
Assistant Principal or Principal	Principal or College Professor	Higher
No Direction! Help!	Curriculum Coordinator	Higher
Administrative Position	?	Undecided
Administration	Dean of Students (Focused)	Higher
Undecided	Guidance Counselor (Focused)	Higher
Principal or Supervisor	Principal (Focused)	Higher
Professor of Speech	Professor of Speech	Same
Department Chairperson	Department Chairperson	Same

Interpersonal Relations Orientation - Behavior, FIRO-B (Ryan, 1971), that furnishes information about how an individual reacts to other people, and the Myers-Briggs Type Indicator (Myers, 1970), selected because it provides insight into how an individual structures or relates to "her world." To varying degrees, the 1976 group was less extrovertic, more sensing, more thinking, and more judging than the 1975 group. As leaders of the Institute, we found the information extremely valuable in helping us recognize group and individual differences. We believe we were better able to adjust our own presentations as well as alter our pressure demands related to completion of assignments.

One statistically significant difference between 1975 pretest and posttest scores occurred on the group's Attitudes Toward Women Scale that measures "traditional" (low scores) versus "liberal" (high scores) attitudes toward rights and roles of women in our society. The 1975 group had a before mean of 59.05 and an after mean of 65.57, a significant increase at or below the .01 level ($t_d=4.40$, df 20). The 1976 group had a high before mean of 65.39 and a slightly higher after mean of 67.83, NS. Compared to other groups of graduate and undergraduate women and teachers, the 1976 pretests and posttests were high, reflecting positive attitudes toward women even before they attended the WAI (Beach and Kimmel, 1976). The high after scores are a particularly desirable outcome since most of the women have worked for years in groups predominantly female, and since we are trying to instill aspirations that at some future date they will supervise, again, mostly women.

The participants in the WAI, of course, have feelings about their current school systems. We decided in 1976 to ask those attending to fill out a job satisfaction questionnaire (Sedlacek, 1966) before and after training. When the pre and posttest results were compared, it was found that even though only two of the factors (Responsibility and Interpersonal Relations - Peers) were signifi-

cantly different (lower) t value at or below the .05 level, 14 (78%) of the 18 1976 participants were less satisfied with their job situation (reflected in the Total Job Satisfaction scores) at the end of the WAI than at the beginning. The mean Total Job Satisfaction score dropped from 221.06 to 209.94.

Most programs are discussed in terms of organization benefits, but what are the costs? Lowered job satisfaction? Perhaps it is a desirable cost. Since our participants become more knowledgeable about organizations, human behavior, and administration after having been exposed to the course content, their reference base for contrasting and comparing their own professional situation should have been broadened. Movement up implies movement away as well.

Follow-Up Telephone Survey

Data obtained by structured telephone interviews, conducted during April and May, 1977, from each of the 21 1975 and 17 of the 18 1976 participants, are summarized below.

Of the 21 women who attended the 1975 WAI, 9 had received their master's degree before the WAI, 4 have received one since, 6 were now working on one, 2 plan to in the future, and 1 plans to work on a second master's. One participant is working on a doctor's degree and 6 plan to begin work on one in the future. Four have been certified in Administration and Supervision, and 7 plan to be soon. Seven of the 17 1976 participants had received a master's degree prior to the WAI, 2 have since, 7 are now working on one, and 1 plans to later. One was working on a Ph.D. and 4 plan to enter a doctoral program in the future. Two have been certified (Administration and Supervision) and 6 plan to be soon. In most cases, the participants thought that the advanced degree(s) was/were necessary to obtain positions of leadership within their school system, a realistic assumption in the field of education.

Of the 5 1975 and 9 1976 women who applied for an administrative position, 5 1975 and 2 1976 women received promotions. Most of the 1976 women who applied were waiting to hear if they were selected or not. Regretfully, 1 1975 participant was demoted due to her assertive action. She plans to move to a more promising location and gain a promotion there.

Table 3 presents participant mean ratings of the feelings/effects of attending the WAI on various dimensions of their lives. The two groups are fairly consistent in their ratings across groups and over time. Both groups overwhelmingly feel accepted by their colleagues and families. An unfortunate disparity apparently exists between their interest in upward mobility and their perceived chances at climbing career ladders. A minority of women felt that sex discrimination was (6) or will be (11) a barrier to applying for leadership positions. "No appropriate openings" was indicated by 6 women as a past barrier and by 9 women that it will be a future barrier. These two factors, perceived "sex discrimination" and "no appropriate openings," apparently contribute to the less than desired mean rating of perceived chances at upward mobility. Of course, "no appropriate openings" is a reality as Florida is following the national trend of very few openings in education.

It seems that the women's perceived ability to get ideas implemented in their school systems gets weaker over time since attending the Institute. In the case of 1976 participants, where the difference over time is greater, the post-WAI rating was probably higher due to the fact that the participants were not in the school setting at the time they first answered the questionnaire and things tended to seem better than they actually were "back at the ranch."

The degree of personal impact attending the WAI had on participants 1 to 2 years later was high on all dimensions measured except total happiness level change for the 1975 group. Table 4 offers summary data. Again the two groups are fairly consistent in their ratings except that the 1976 group was generally higher.

TABLE 3

MEAN RATINGS AND RANGES OF THE FEELINGS/EFFECTS
OF ATTENDING THE INSTITUTE*

DIMENSIONS	1975 WAI				1976 WAI			
					Post WAI			
	Spring 76		Spring 77		July 76		Spring 77	
	(N=16)		(N=21)		(N=18)		(N=17)	
	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R
Overall Satisfaction with Present Job	—	—	4.71	6	—	—	4.00	6
Ability to Get Ideas Implemented in Your School System	4.88	5	4.62	6	4.94	6	3.85	6
Present Interest in Upward Mobility	—	—	5.57	6	—	—	6.35	3
Present Chances at Upward Mobility	4.69	6	4.90	6	5.17	6	4.62	6
Ability as an Administrator or Potential Administrator	5.88	3	5.62	5	6.17	2	6.35	3
Acceptance by Colleagues Now	6.44	2	6.43	1	6.06	2	6.00	3
Acceptance by Family	—	—	6.48	2	—	—	6.88	2
Total Institute Influence	—	—	5.48	6	—	—	5.44	6

*A seven-point scale was used (7 indicating very strong feelings/effects, and 1 very weak).

TABLE 4

MEAN RATINGS AND RANGES OF PARTICIPANTS' ESTIMATE
OF THE PERSONAL IMPACT OF THE INSTITUTE*

	1975 (N=21)		1976 (N=17)	
	$\bar{X}$	R	$\bar{X}$	R
Overall Size	6.05	4	6.35	2
Overall Direction (positive/negative)	6.29	4	6.65	2
Self-Knowledge	5.43	5	6.47	4
Self-Liking	5.52	3	6.35	3
Support of Other Women Compared to Before	6.00	3	6.59	2
Consciousness Level	6.48	2	6.59	2
Optimism About Professional Future	5.95	4	6.35	4
Total Happiness Level Change	4.95	4	5.85	5

*A seven-point scale was used (7 indicating more, higher, greater, etc. - 1 the far opposite).

The perceived degree of impact the participants had on the people around them as a result of the participants' exposure to the Institute is presented in Table 5. The consistency between the 1975 and 1976 groups continues except when one looks at the mean rating for impact on "school system." The 1975 group was more optimistic about the influence they have had on their school system than the 1976 group. Participants from both groups indicated it was a most difficult item to answer.

The participants were asked at the end of the Institute and again during the follow-up interviews, "What were the highlights of those three weeks." The guest speakers were most often named at the end of the Institute, followed by the field days, increased empathy and tolerance of others, and orientation to administration. Increased empathy and tolerance of others was named most often during the telephone interviews, followed by increased awareness of self, field days, and orientation to administration.

Also, at the end, WAI participants were asked if the Institute met their expectations. Of the 38 participants, 18 indicated that it more than met their expectations, 14 indicated yes, and 2 said no. Four indicated they didn't know what to expect. Seventeen different follow-up activities (such as newsletters, advising courses, etc.) were suggested by the participants.

Twenty-three of the participants have made presentations on relevant topics to school personnel, and 3 have made presentations to the community or professional organizations. In addition, 12 participants think they have been instrumental in changing school or school system policies. Seventeen participants have introduced Women's Studies activities in their classes or held Women's studies classes, and one participant formed a Women's Studies group. Twenty-two were involved in the Women's Movement and 20 indicated also that they have involved friends.

TABLE 5

PARTICIPANTS' MEAN RATINGS AND RANGES OF PERCEPTION
OF THE DEGREE TO WHICH ATTENDING THE INSTITUTE
HAS INFLUENCED THOSE AROUND THEM*

	N**	1975		N**	1976	
		$\bar{X}$	Range		$\bar{X}$	Range
Colleagues	21	4.95	4	6	5.25	6
Your Administrators	20	4.65	5	6	4.81	6
Subordinates	17	4.76	4	13	5.08	6
Students	14	5.00	6	14	4.86	6
Students' Parents	11	3.27	4	11	3.36	6
School System	20	4.23	5	15	2.97	5

*A seven-point scale was used (7 indicating very strong - 1 none).

**If a participant felt that a category was not applicable, no rating was given; therefore, the number who rated varies.

Comments

Some important things did happen to these women due to the Institute-- something informative, exciting, and giving rise to an increased awareness of self and others. The participants were able to define their goals more clearly and concisely, whether they were for administration or supervision of adults or in the classroom where these skills can be of tremendous importance to the students.

It is too early to pronounce great success in meeting the ultimate aim of the Institute--to increase the number of women who will actively seek and gain leadership positions in the public schools. However, all of the participants interviewed have been or are on the move educationally. It is realistic for many of the women to seek more training, since an advanced degree enhances the chances for placement in a position of leadership in the schools. Further, the increased positive attitudes toward self and others are indicators that these participants would be better able to succeed once chosen to serve as leaders.

There are, of course, a number of related factors not readily controlled by women seeking administrative positions in education in Florida. The psychological climate for education has not been optimistic. The economic environment and our negative Legislature is reflected in the fact that the state's funding is ranked 48th in the nation.

In closing, although it will no doubt be years before women are treated equally relative to appointment to administrative positions, it is imperative that special training and encouragement be offered to those interested in climbing the organizational ladder. Conducting institutes similar to the one offered at USF is one effective method of moving in this direction.

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FOOTNOTES

¹Special recognition goes to the College of Education's Instructional Design and Evaluation Applications (IDEA) Center for its support.

²For a fuller description of the program content and results, see Harlow and Kimmel, 1976, and Kimmel and Harlow, 1977.

³Data contained in Tables 1 and 2 were presented in Harlow and Kimmel, 1977, copies of which may be obtained from the authors.